



St Stephen Churchtown Academy

Teaching and Learning Principles

Subject: Writing



Every child matters; every moment counts!

School Vision:

Our school will be an exciting place to learn!

We will:

- nurture individuality
- develop independence
- support children to reach their full potential
- encourage learners to be resilient

School Mission Statement:

To work in close partnership with the children, their families and the wider community to develop;

- Curiosity
- Courage
- Creativity

Subject Intent:

We define curriculum as the totality of a child's experience at St Stephen Churchtown Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At St Stephen Churchtown Academy, we have developed a writing curriculum which develops:

Curiosity: Engagement with a wide variety of texts and genres.

Courage: Ambitious vocabulary, sentence structures and grammatical features.

Creativity: Giving children the chance to draw on their own ideas and experiences in writing.

To ensure curriculum quality we have addressed the following:

- Children develop their creativity through exposure to a range of high-quality texts which stimulate their imagination and experience of narrative tropes.
- Children are exposed to a wide vocabulary through high quality texts and adult modelling which they can apply to their writing.
- Children write to engage the reader and with thought about who the audience will be.
- Children will take pride in their presentation and follow the whole school handwriting policy.

Subject Implementation:

- Children are exposed to a range of genres and able to transfer skills into writing.
- Children are given regular opportunities for extended writing within lessons.
- A novel led approach to writing modules supported by the use of high-quality texts.
- Staff model high quality writing and vocabulary use.
- Quality first teaching supported by regular opportunities for moderation and support from writing lead.
- Curriculum requirements for spelling and grammar taught directly within English lessons.
- Home-school partnership will be developed to assist parents with supporting their children in writing.

Subject Impact:

We aim for every child to be able to:

- Ensure during early years/KS1 that they have a secure phonic knowledge and be able to transfer into spelling and writing.
- Develop confidence, stamina and independence when writing with regular opportunities for extended writing.
- Have a secure knowledge of grammatical features and their impact on the reader.
- Write for purpose and have a secure understanding of different text types and their features.
- Write creatively and use their experiences and exposure to texts to inform their writing.
- Be secure in the spelling and grammar requirements laid out by the national curriculum.

Skills Progression:

At St Stephen, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children can see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document.

Contextual example:

For example, when studying a narrative, children will be able to write in a consistent tense, use paragraphs to organise their work and use appropriate features of the genre such as use of space as a setting in science-fiction or a central character being a wizard in fantasy.

Teaching and Learning Expectations:

- Lessons will promote a love of learning
- Activities/questions will promote curiosity
- A minimum of 6 hours per topic of work
- Links within English and Maths, as well as drama and ICT links
- Regular opportunities for AfL through a range of activities
- Recall of prior learning - quizzes, topic maps, verbal discussion

Working Walls/Displays:

- Key words
- Examples of work linked to topic

Monitoring/Assessment:

- Exit Points (eg: quizzes, performances, writing links)
- Summative Assessment - EYFS, end of KS1 and the end of KS2
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinies